

Sample Microteach #1 Lesson Plan – Direct Teach for Elementary Students

Name:

Grade Level: First grade

Subject: Language Arts/Social Studies

Unit Title: Tall Tales

Lesson Title: [1 pt.] Casey Jones, an American Hero

Estimated Time: [1 pt.] 40 minutes (or 2 twenty minute sessions)

Standard/s (Sunshine State, Next Generation Sunshine State, Core Curriculum): [2 pts.]

LA.1.3.1.1-The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, webbing, drawing, group discussion, and other activities).

1.A.2.4 – Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.

Learning Goal/Target/Objective: [3 pts.] (What should students know and be able to do as a result of this lesson?) First grade social studies/language arts students will learn about Casey Jones's contribution to American History. When asked to complete a story train graphic organizer the students will correctly identify a beginning fact, a middle fact and an ending fact of Casey Jones' story on the Cannonball Express.

Essential/Guiding Question(s): [3 pts.] (Student-friendly language) Why is Casey Jones important in American History?

Content: [3 pts.] (Outline what you are going to teach)

- I. What is a commercial?
- II. What information is assessable on the Casey Jones website?
- III. What should the Casey Jones Museum commercial contain?
 - a. It should tell who the museum honors. Why was the museum built? (Background information about Casey Jones).
 - b. It should tell what people will see when they visit the museum.
 - c. It should tell what people will be able to do at the museum.
 - d. It should also give the hours, price of admission, and any other pertinent information

Key Vocabulary: [2 pts.] Tennessee, Mississippi, engineer, Cannonball Express

Procedures: [14 pts.]

1. **Activate prior knowledge/Anticipatory Set/Hook:** What prior knowledge should students have for this lesson? How will you gain their attention? Prior to lesson set up pretend campfire. Gather class around the campfire. Review previous lesson about Casey Jones.
2. **Input:** Teaching Phase: How will you present the concept or skill to your students? Tell students that today they will visit a website that will show them a museum that was built to honor Casey Jones and the sacrifice he made as the engineer of the Cannonball Express. After viewing story and completing train graphic organizer, present the idea of creating a commercial for the Museum website. Discuss with students commercials they remember. Compile a list of information found on the website. Ask students what from the list might be included in the commercial. Highlight these items in the list.
3. **Modeling:** Showing, explaining, demonstrating to the students how to do something that they will then be expected to do. Show the students the Casey Jones Museum at <http://www.caseyjones.com/> Show the students the story of Casey Jones' heroic last ride on the Cannonball Express. <http://bit.ly/HGnEMb>

Employ the train graphic organizer as a class to record what happened first (beginning), what happened next (middle) and what happened last (end) on the fateful day when Casey was the engineer on the Cannonball Express. **(ESOL STRATEGY FOR EDITH: ACCOMPANY EACH EXPLANATION WITH PICTURES DEPICTING WHAT HAPPENED FIRST, NEXT, AND LAST.)**

4. **Check for understanding:** Whatever you do to determine students' comprehension of what has been taught thus far (Q & A, cognitive processing strategies, graphic organizers, use of scales, etc.) Ask higher order questions **(ESOL STRATEGY FOR EDGAR: USE OF RESTRICTED TENSE QUESTIONS – SIMPLE PRESENT.)**
 - a. Why is Casey Jones called an American hero?
 - b. What commercials do you enjoy watching? Why?
 - c. What is memorable about the commercials?
5. **Guided practice:** What activities or exercises will the students complete with teacher and/or peer guidance? Divide the students into teams of 3-4 students to develop a commercial for the museum. Their task is to develop a commercial that will entice folks near and far to visit the museum. Students may use poster board, markers, glitter, etc. to develop a poster to aid in presentation of their commercial. Students should be given 20-25 minutes to complete this task. **(ESOL STRATEGY FOR TASIR: HETEROGENEOUS GROUP ACTIVITIES WITH COMPREHENSION CHECKS.)**
6. **Independent practice:** What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson? Students will be asked to share their commercial with a family member as homework. The students will ask two questions following the viewing to learn how well the information is communicated in the commercial. Students will report their findings in class.
 - a. Where is the Casey Jones Museum located?
 - b. What is one thing you can do when you visit the museum?
7. **Closure:** How will you assist your students in organizing the knowledge gained in the lesson? (Q & A, exit slip, game, cognitive processing strategies, etc.) Students will present their commercials in front of the class. After presentations students should vote for their favorite commercial.

Assessment/Evaluation: [3 pts.] How will you assess the students' attainment of the lesson objectives? The assessment must be stated in measurable terms. (condition, performance, criteria)

- Formative Assessment and/or Summative Assessment:

When asked to complete a story train graphic organizer the students will correctly identify a beginning fact, a middle fact and an ending fact of Casey Jones' story on the Cannonball Express.

Materials/Resources: [2 pts.] All materials and equipment needed to teach this lesson. Internet, poster board, art materials

References: [1 pt.] Any sources (e.g., textbooks, internet sites, etc.) used in the planning of this lesson.

Lesson adapted from adapted from Marion County School District

<http://www.caseyjones.com/> Website for museum

<http://teacher.scholastic.com> Story train graphic organizer

<http://bit.ly/HGnEMb> Website for story

Accommodations: Differentiated instruction; any modifications made to the lesson to assist ESE and/or ELs in the comprehension of the lesson.

When using this lesson with ELs it would be favorable to give them access to picture dictionaries to help with vocabulary, slower pacing of instruction, cooperative learning in pairs, and/or heterogeneous group interaction supported by assigned buddy—bilingual or monolingual. The museum website may be revisited by the ELs as frequently as needed. Vocabulary sheet and train graphic organizer will be provided in large print, braille, or electronic format according to students' needs. ESOL teacher will also be provided a copy of the vocabulary sheet and train graphic organizer before meeting with students requiring language instruction.